DOCUMENT RESUME

ED 189 293 CE 025 001

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TITLE Women and Work Exposition. Final Report.
INSTITUTION Seattle Community Coll., Washington.
SPONS AGENCY Washington State Commission for Vocational Education, Olympia.
PUB DATE Jul 78
NOTE 49p.: Page 29 and parts of the appendix will not reproduce well.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Awareness: *Career Planning: Community Colleges: Demonstration Programs: Enrollment: Enrollment Rate: *Exhibits: Females: *Models: *Nontraditional Occupations: *Program Development: Student Recruitment: Trade and Industrial Education: Two Year Colleges: Womens Education

ABSTRACT

To increase the enrollment of women in trade programs by 10%, one community college designed a model for and held a one-day exposition fair to acquaint students and staff with nontraditional vocational programs for women. The replicable model, prepared as a guide for others planning similar career fairs, consists of eight major steps, relevant examples for implementation, and potential problems. These steps are as follows: (1) identifying needs and program objectives, (2) choosing a coordinator, (3) identifying the audience, (4) setting a date, (5) determining program activities, (6) setting up a plan of action, (7) implementing the plan of action, and (8) writing follow-up letters and reports. (The appendix includes a job description for a nontraditional career fair coordinator, a planning sheet, publicity materials, sample letters, a budget worksheet, and a participant information packet.) (EM)

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FINAL REPORT

PROJECT NO. 78-AXB(018)NN

WOMEN AND WORK EXPOSITION

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

Ann Oxrieder
Seattle Central Community College
1701 Broadway
Seattle, Washington 98122

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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July 1978

CE 025 001

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SUMMARY OF THE REPORT

OVERVIEW OF THE SEATTLE CENTRAL COMMUNITY COLLEGE'S NON-TRADITIONAL CAREER FAIR FOR WOMEN

This project contained two major thrusts. The first was to plan, conduct and evaluate a non-traditional career fair for women. The objective of this was to increase enrollment of women in Seattle Central Community College trade programs by 10% in Fall 1978. The second thrust was to prepare a guide so that other educational institutions who were interested in reducing sex-role stereotyping among students and/or increasing the number of women in non-traditional vocational training programs could replicate the process. The following is a summary of the first activity—the non-traditional career fair for women.

A Career Fair entitled "I Can Be Anything" was held at Seattle Central Community College on Thursday, April 13, 1978 from 8:00 - 2:30. The college unit sponsoring the Fair was the Human Development Center's The coordinator for the Fair was Belva White. The specific objective was to increase the number of women entering college trades programs 10% by Fall 1978.

Over five hundred students from the fourteen Seattle area high schools attended the Fair. They were accompanied by some administrators, teachers and counselors. There were also participants from community agencies and service groups.

Mildred Ollee, the Assistant Dean of Students at the College, welcomed everyone to the Fair. Belva White, the Fair Coordinator, introduced the guest speaker, Susan Lane, Director of the Seattle Office of Women's Rights.

Ms. Lane's topic was "Why Choose a Non-Traditional Career?" She gave information on national and local conditions, pointing out statistics on Women working in the trades and actual working conditions. She highlighted several women working for the City of Seattle in non-traditional areas. Ms. Lane discussed the efforts of her office and the City in general to increase the number of women working in certain areas, e.g., the firefighters.

After the guest speaker, Betty Richardson, the Career Specialist at the College, gave the participants a career information gathering packet so persons could get practical experience finding out about non-traditional careers. The Washington Occupational Information Service (WOIS) computer terminal and various exhibits were the main resources for the information.

The exhibits and terminal were set-up in the main corridor of the College. The following college programs had displays and staff to answer questions:

Hotel and Restaurant Management
Food Service
Drafting
Mechanical Engineering
Wood Construction
Graphic Production
Welding
Machine Shop

Many of the displays were multi-media with slides or movies. There were also samples of the tools, equipment and/or scaled models of work related to the program.

The Financial Aid Office and the Women's Programs Office also provided displays and handouts for the participants.

Also staffing exhibits were groups from the community such as the Women Pilots' Association, Mechanica from the University YWCA and the Individual Development Center.

Before lunch, the participants reassembled as a total group under the direction of Ms. Richardson to organize the information gathered from the displays and exhibits. A discussion on possibilities of follow-through ended this session.

After lunch, participants chose to attend one of the following workshops:

"Women in the Trades" - Lazelle Johnson, Department of Labor Regional Office

"The Socialization of Women and Non-Traditional Careers" - Luci Thomas, Student Development Specialist, Seattle Central Community College

"Minority Women and Non-Traditional Careers" - Mary Bogan, Counselor, Office of Minority Affairs, University of Washington

"Women Up the Career Ladder" a film and discussion led by Ann Oxrieder, Assistant Director, Human Development Center, Seattle Central Community College.

Before they left, parcicipants were asked to complete a short questionnaire evaluating the Fair. The guest speaker and workshop facilitators were rated highly. Also, the more exciting exhibits with the "hands-on" materials were very popular. Most participants said they would like to attend a similar fair next year and hoped it would be expanded. The only complaints received concerned the slight delay starting the Fair.

It is too early to evaluate whether the objective of increasing female enrollment in the College's trades programs by 10% was accomplished by the Fair. A follow-up study of enrollment figures for trades program will be conducted Fall, Winter and Spring Quarters to determine any increase in women taking these programs.

BODY OF THE REPORT

A GUIDE TO PLANNING AND CONDUCTING A NON-TRADITIONAL CAREER FAIR FOR WOMEN

The following report represents the achievement of the second project thrust — a model plan for conducting a non-traditional career fair.

a. Why are you putting on a Fair?

Staging a Career Fair is an activity; and, according to sound management theory, activities should be closely related to an objective. Usually some need or problem is identified. Then given this problem or need, certain objectives are set. Specific activities are then carried out to reach the objectives. Evaluation measures how successfully the objectives were reached.

Some needs or problems that a Non-Traditional Career Fair For Women would be related to are: low enrollment in training programs; inadequate preparation for programs; resistance of employees and trainers; limited placement services; poor texts and materials; and upward mobility just to mention a few.

Once the need is identified, possible objectives can be discussed. Objectives are usually phrased in the infinitive form and expressed in quantifiable terms. Some problem areas and sample objectives are:

(enrollment)	To increase women taking trades programs by 15% by Fall Quarter;
(attrition)	To decrease attrition of women in trades programs by 30% the first year;
(attrition)	To raise math scores by 15 points average for low scoring female students;
(placement)	To place 90% of female graduates within three months of program completion.

Having a clear objective focuses all the efforts. It provides direction for choosing activities, assessing resources, planning a budget, assigning responsibilities and evaluating. Worksheets outlining the above would be valuable for planning and implementing.

B. How to choose a Fair coordinator

A specific person should have primary responsibility for coordinating a fair rather than a small group or committee. The person should be a combination of politician, organizer and hustler. S/he should be able to plan, schedule, prioritize, allocate resources, delegate responsibility. Ideally, the coordinator would be a person working in the sponsoring agency who has extensive contacts in the community because most of the coordinator's work will be getting the right people to do something within a certain time with only a limited amount of money. A released time arrangement might be possible or even a special stipend. A danger would be just adding coordinating a fair to someone's full load without adjusting the other commitments.

Someone from outside the institution may be hired on a personal services contract arrangement.

However the person is hired, once hired s/he will probably be carrying out a plan already decided by someone else or a group. The coordinator should have a clear job description listing duties, deadline and lines of accountability.

Budget information, of course, would be provided. The coordinator also should discuss the proposal with the sponsor to make sure that both the letter and the intent of the proposal are clear.

Possible tasks for a Fair Coordinator might include the following:

- completing MBO worksheets outlining the proposal (need objective activities/methods timelines primary secondary responsibilities resources evaluation
- carrying out personally or delegating responsibility for: identifying career areas; choosing fair activities; arranging facilities, scheduling speakers, films, etc; lining up displays or exhibits; publicizing the event; monitoring the budget; evaluating the results.
- maintaining an adequate records or reporting system which assumes some clerical support services
- - keeping a journal of problems encountered, as an aid in planning future fairs.

C. How to identify the audience for the Fair.

The specific problem and the related objective will determine any special characteristics of the intended audience.

For example if the objective is to increase enrollment of women in the skilled trades programs. Most of these programs have fairly young age requirements so the audience would be younger women and those who work with them. The scope or thrust of the objective may specialize the audience as well, e.g., business careers or careers for displaced homemakers.

The objective narrows the range of possible audiences. One just has to be careful that the objective is not based on too narrow a problem.

Once the objective and audience have been identified, the number of participants should be estimated-eight hundred high school seniors, one hundred high school and community college counselors or fifty personnel officers.

D. How to set the date.

The specific date(s) should be chosen six months in advance to allow for adequate preparation. The objective and audience will influence the choice. If the objective is to raise entry level skills for trades programs, the fair has to anticipate the starting date for programs and time for the skill building. If the objective is to assist women completing programs to find jobs, the date for the fair should take place well before a large company usually hires.

It would be wise to set several possible dates in initial planning to check against potential conflicts with holidays, spring vacations, events drawing the same audience.

After establishing tentative dates, pick the hours, again keeping in mind special needs or interests of the audience:

High school students	-- during school hours
Homemakers	-- during school hours or provide child care
Working women	-- evenings or weekends and provide child care

E. How to determine what activities will be part of the Fair

The possibilities are only limited by imagination and money. One effective technique to assist the decision-making process is brainstorming. A group of people would quickly toss out ideas for activities. There is no discussion or evaluation-the suggestions are recorded on paper or a blackboard. The pace should be fast-with suggestions coming right and left. After a set period of time, perhaps 20 to 30 minutes, the list of suggestions can be evaluated. Each item is checked to see if it is appropriate for the objective and the intended audience. Then every item would be evaluated in terms of materials, facilities, equipment and money needed. One effective guideline for assembling activities into a program is that variety and audience participation sustain interest.

Possible program activities may include:

Speakers in lecture, seminar or workshop format, panel discussions,

small group activities, films, video-tapes, workshops, tours, demonstrations, work projects, displays and exhibits.

F. How to set up a plan of action

Setting up a plan of action means itemizing every step that must occur. The first activity is the plan of action itself. If there is no plan, many efforts will be hit 'n miss or last minute rush, "it should have been done yesterday." So the procedure is to take each activity from the first one, developing a plan of action, to the last one, turning in a report.

Each activity, following the MBO format, has designated responsibilities, deadlines, resource persons, required materials.

Some of the activities that have to be mapped out in the above fashion are:

Developing a plan of action

Setting dates and times

Choosing theme/agenda

Contacting and scheduling speakers

Ordering films or materials

Scheduling rooms

Organizing support services such as parking and maintenance

Ordering A-V equipment

Publicizing the event

Developing evaluation process

Determing registration procedure

Writing report

Some of these more general activities should be divided into specific tasks. For example, publicity could be divided into flyers, public service announcements. How specifically each activity has to be broken down or how detailed the outline

for each activity should be depends on the administrative style of the coordinator. For some general guides are enough because they remember details and keep on top of deadlines. For most the added details and specifics help keep efforts focused and on time. Specific planning also provides a framework when emergencies or contingencies arise.

G. How to implement the plan of action.

Time--One effective way to assist a person carrying out a plan of action is to use large calendar planning sheets with deadlines marked, then back dating earlier steps or procedures that have to occur for the activity to meet its deadline. For example, if the deadline for printed agendas is March 1 so they can be mailed to speakers and put in participant packets, there should be earlier deadlines for the process.

November 2	brainstorming agenda
November 13	tentative agenda
November 17	contact speakers
December 1	finalize agenda and speakers
January 6	reconfirm speakers, rooms, etc.
January 10	tentative layout for agenda
January 15	final copy to printer

There is enough time in the above schedule to cover some delays and delays or problems with time will be numerous. Anticipating problems and using regular time efficiently reduces the likelihood of serious problems with delays.

Personal contact--Planning and staging an event like a career fair means more than anything else getting people to do something for pay, for free or as part of their job. This is difficult and requires a high level of human relations skills. Generally, be specific, direct and frank.

Also try to see people personally as much as possible and early on. Meeting the printer, the janitor and the A.V. technician will help them help you better. You will also build up a rapport that can help in emergencies.

Professionalism--Maintain professional standards. For example, when a person agrees to be a speaker for the fair either by a phone conversation or personal visit, she/he should receive a confirmation letter, a follow-up letter with the agenda and an offer of assistance for printing or A-V equipment and a thank you letter after the event.

Professionalism also means knowing what you can promise and deliver as well as how much money you have.

The day of the Fair--Getting through the day of the Fair smoothly and gracefully begins the first day of planning months before. If tasks were well planned and deadlines met, the event should just flow. Check the day before on the last minute details like rooms, chairs, microphones, A-V equipment, displays, handouts, speakers, food orders, clean-up, media coverage and so on.

The coordinator should be free on the day of the Fair to meet speakers and participants and to take care of emergencies. Like the host and hostess of a party who have worked hard and planned so they can enjoy the party and the guests, the coordinator should have the situation in hand. Time again is crucial, agenda should be followed. People resent both explained and unexplained delays. Such delays are also indicative of inefficiency and poor planning.

Have a contingency plan so that you can make quick substitutes in the event

of cancellations or delays by presenters.

Data for evaluation has to be collected from participants before they leave.

H. After the Fair

Immediately after the Fair things have to be returned or cleaned up. Also certain persons should be personally thanked-the speakers, the participants, people in charge of support services to mention a few.

The sponsor to whom the coordinator is accountable should receive a verbal report and an outline of the written report.

Finally the report has to be done. This will not be difficult if records, correspondence, planning sheets, budget print-outs and a problem diary have been kept. Report should include pluses and minuses, good and bad as well as specific suggestions for improvement.

Evaluation Report
"Women and Work Exposition" Project

by
Cheryl Lee Brockman

The "Women and Work Exposition" Project (September 1977 to April 1978) had as its major objective: "To increase the number of women entering SCCC trades programs by 10%." The primary method by which this was to be achieved was to design a model for, and consequently hold, a 1-day exposition to acquaint high school students and staff with non-traditional vocational programs for women. Names of exposition participants (students) would then be compared with 1978-79 enrollments of women in trades training programs at Seattle Central Community College to determine changes in enrollments, if any. Funds supplied by the Washington State Commission for Vocational Education were to be utilized for exposition planning and publicizing purposes.

A model for a non-traditional career fair for women was design and utilized in planning the "I Can Be Anything" career fair held at Seattle Central Community College on April 13, 1978. It appears that all aspects of the planning process were well-monitored and any adjustments made, any problems encountered, etc., were noted and necessary revisions were made in the final model plan. The model developed consisted of eight major items or steps to be considered by those planning a non-traditional career fair. Each item or step presented relevant examples for implementation as well as some of the problems which might be encountered in planning this type of activity. In addition, samples of forms, flyers, etc. were included for future users of the model.

It should be noted that funds supplied by the Washington State Commission for Vocational Education were not used solely for planning and publicizing purposes as specified in the project proposal. Monies were used to pay a keynote

speaker, a display table participant, and three workshop facilitators on the day of the career fair; however, the workshop director's stipend and other planning and publicizing expenditures such as travel and printing costs were also covered.

It would appear the model designed would be very useful to other educational institutions or agencies; only minor modifications in the model might be needed to meet individual or unique agency needs and requirements. Therefore, the major objective of this project which included: (a) designing a Women and Work Exposition, (b) isolating each phase in order to produce a replicable model of the entire process, (c) publicizing the Exposition, (d) presenting the Exposition, and (e) evaluating the individual components of the model, was successfully achieved. At this point in time it is not possible to assess the changes, if any, in women's enrollments in SCCC trades programs. Similarly, it is too soon to determine if the number of women entering SCCC's trades programs will be increased by 10%. It will be necessary to monitor women's enrollments in these programs during 1978-79 to determine if and to what extent these parts of the objective were met. The project director has indicated this will be done.

APPENDICES

SEATTLE CENTRAL COMMUNITY COLLEGE

STUDENT PERSONNEL SERVICES

December 6, 1977

COORDINATOR

NON-TRADITIONAL CAREER FAIR

for

WOMEN

This individual is responsible for planning, organizing and conducting a non-traditional Career Fair for women, to expose high school and college students and counselors to growing opportunities for women in non-traditional career fields.

Specific tasks include the following:

-- arranging for facilities

-- monitoring a limited budget

-- arranging for presentors and/or group facilitors

-- arranging for displays and promotional exhibits

-- developing career decision making activities and building them into the Fair

-- publicizing workshop

-- identifying non-traditional career areas represented in Greater Seattle King County

-- utilizing SCCD contacts and resources whenever possible

-- recording all steps of planning process, e.g., problems encountered, contact persons, resources used, etc., so that other organizations in the State can replicate it.

AO/gt

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MBO PLANNING SHEET

NON-TRADITIONAL CAREER FAIR

OBJECTIVE	ACTIVITIES	TARGET DATES	RESPONSIBILITIES PRIMARY/SECONDARY	OUTCOME MEASURE / CRITERION	INFORMATION RESOURCES NEEDS
16					

SEATTLE CENTRAL COMMUNITY COLLEGE

March 2, 1978

The Human Development Center of SCCC is sponsoring a one-day, non-traditional career fair for women on Thursday, April 13, 1978, from 8:00 a.m. to 2:30 p.m. Titled "I Can Be Anything," it will identify non-traditional occupations for women, provide tours of training facilities in selected non-traditional occupations, introduce participants to women working in non-traditional fields and provide career decision-making experiences.

The objectives will be met through speakers, workshops, displays, films and demonstrations depicting new roles for women.

We want to invite you to the fair. Since the fair will be useful to the women you work with, we would appreciate your extending our invitation to them, also. Please use the attached form to register.

We encourage participants to bring their own sack lunches. Since our parking facilities are limited, we suggest that they use local bus services or some means of transportation other than private car.

Sincerely,

HUMAN DEVELOPMENT CENTER

Belva White
Career Fair Coordinator
587-3851

Attachment

1701 Broadway / Seattle, Washington 98122 / Area Code 206-587-4100

SEATTLE CENTRAL COMMUNITY COLLEGE

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The objectives will be met through speakers, workshops, displays, films and demonstrations depicting new roles for women.

We would like your agency to participate by setting up an exhibit, staffing it with appropriate role models, and providing printed materials. Please use the attached form to register.

We encourage participants to bring their own sack lunches. Since our parking facilities are limited, we suggest that they use local bus services or some means of transportation other than private car.

Sincerely,

HUMAN DEVELOPMENT CENTER

Belva White
Career Fair Coordinator
587-3851

Attachment

18
1701 Broadway / Seattle, Washington 98122 / Area Code 206-587-4100

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The objectives will be met through speakers, workshops, displays, films and demonstrations depicting new roles for women.

We are looking forward to meeting you, your students, counselors and teachers at the fair. Please use the attached form to register.

We encourage students to bring their own sack lunches. Since our parking facilities are limited, we suggest that students use local bus services or some means of transportation other than private car.

Sincerely,

HUMAN DEVELOPMENT CENTER

Belva White
Career Fair Coordinator
587-3851

Attachment

1701 Broadway / Seattle, Washington 98122 / Area Code 206-587-4100

SEATTLE CENTRAL COMMUNITY COLLEGE

YES, I'M COMING

School/Agency _____

Representative _____

Number of people attending _____

Return by April 6, 1978 to:

Belva White
Human Development Center - BE 1101
Seattle Central Community College
Seattle, Washington 98122

1701 Broadway / Seattle, Washington 98122 / Area Code 206 587-4100

"I CAN BE ANYTHING"

why not attend a non traditional Career Fair of special interest to women?

SEATTLE CENTRAL COMMUNITY COLLEGE

human development Center

APRIL 13, 1978

room 1101

8:00am to 2:30 pm

SPONSORED BY The HUMAN DEVELOPMENT CENTER

587-3851

SEATTLE CENTRAL COMMUNITY COLLEGE

SEATTLE CENTRAL COMMUNITY COLLEGE
1701 Broadway
Seattle, Washington 98122

April 6, 1978

CONTACT: Deloria McWashington
587-4133

FOR IMMEDIATE RELEASE

Seattle Central Community College, 1701 Broadway, will be hosting a Women's Career Fair on Thursday, April 13th, from 8:00 a.m. to 2:30 p.m. The all-day event will focus on information pertaining to non-traditional careers for women.

The morning session, in Room BE 1110, includes discussion on preliminary career exploration: Who am I: My Interest and Skills, How do I Plan?, and Making Choices: Linking Career Information to Me.

The afternoon session will include a choice of attending one of four scheduled workshops:

I. Women in the Trades with Lazelle Johnson, Region 10 Regional Administrator, Women's Bureau, U. S. Department of Labor, Room BE 4175

II. The Socialization of Women and Non-Traditional Occupations with Luci Thomas, Student Services Specialist, Human Development Center, Room BE 2130.

III. Minority Women and Non-Traditional Careers with Mary Bogan, Counselor, Office of Minority Affairs, University of Washington, Room BE 4143.

IV. Increasing Options for Disabled Women with Marilyn Smith, Counselor, Program for the Deaf, SCCC, Room BE 4180A.

The film "Women Up The Career Ladder" will also be shown in Room BE 2130D.

During the day, participants will also have the opportunity to view displays and talk with women involved in organizations relating to some of these non-traditional careers. Representatives from "The 99's" (Women's Pilots Association), The Individual Development Center, Mechanica (university YWCA) and other organizations will be available.

The Seattle Central vocational programs to be on display include: auto body, food service, drafting, graphic production, hotel-restaurant management, marine engineering technology, photography, sheet metal, and welding. SCCC's Career Center, Financial Aid Office and Women's Program will also have information available.

The Career Fair is open to the public. For further information regarding the Women's Career Fair, please contact Ms. Belva White at 587-3851.

##########

SEATTLE CENTRAL COMMUNITY COLLEGE

March 2, 1978

Ms. Susan Lane
Director
Office of Women's Rights
City Of Seattle
1923 Smith Tower Bldg.
506-2nd Avenue
Seattle, Washington 98104

Dear Ms. Lane:

Thank you for agreeing to serve as the keynote speaker for our Non-Traditional Career Fair for Women. The Fair will be held at Seattle Central Community College on April 13, 1978 from 9:00 to 2:30 p.m. in Room 1110. You are scheduled to speak at 9:00 a.m. on the topic, "Why Choose a Non-Traditional Career." We have allotted one-hour for your presentation.

I will contact you by phone on Monday April 10th for biographical information to assist us in preparing an introduction.

I look forward to meeting you. Please feel free to contact me at 587-3851 should you have questions or require any equipment or printing for your presentation.

Sincerely,

Belva White

BW/gt
Encl.

Belva White
Coordinator
Career Fair

P.S. Enclosed is the Agenda for the Fair.

1701 Broadway Seattle, Washington 98122 Area Code 206-587-4100

WORKSHOP BUDGET

Non-traditional CAREER FAIR "I CAN BE ANYTHING"

Funds: Available

Grant # $_____ Total $_____
Participants _____
Other _____

Costs

1. Materials Total $_____

a. letters
b. _____
c. _____
d. _____
e. _____

2. Workshop staff (if paid from your budget) Total $_____

Name Time Amount

a. Belva White
b. _____
c. _____
d. _____

Staff (no fee paid)

Number x time from job x average rate

_____ _____ _____ = _____

3. Consultants

Name total fee per diem = _____

a. _____ _____ _____
b. _____ _____ _____
c. _____ _____ _____
d. _____ _____ _____

4. Participants
Aides and Resources

Description quantity order date Total

_____ _____ _____ _____
_____ _____ _____ _____
_____ _____ _____ _____

Total $ _____

5. Physical Facilities

a. Large meeting room
b. Small conference room
c. Registration area
d.

6. Travel (staff) Total $_____

Mode	Destination	Mileage x .13 per mi =
_____	_____	
_____	_____	
_____	_____	

7. Publicity and Workshop Promotion Total $_____

Item	Number	Preparation	Target Date	1st Contact Date	Cost
_____	____	_____	_____	_____	____
_____	____	_____	_____	_____	____
_____	____	_____	_____	_____	____

8. Miscellaneous

Item

_____

_____

_____

PARTICIPANT INFORMATION PACKET

Seattle Urban League
JEROME W. PAGE
Executive Director

SEATTLE URBAN LEAGUE
MINORITY SKILLS BANK
105 14TH AVE.
SEATTLE, WA. 98122

Minority Skills Bank

Gentlemen:
Yes, we are interested in learning more about the Minority Skills Bank.

NAME OF FIRM **ADDRESS**

PERSON TO CONTACT **TELEPHONE**

UTILIZE US TO
YOUR ADVANTAGE

Tear Along Dotted Line and Mail To:

SEATTLE URBAN LEAGUE
Minority Skills Bank
105 14th Ave.
Seattle, Wash. 98122

TO:

The

MINORITY SKILLS BANK

A United Way Agency

SEATTLE URBAN LEAGUE
105 14th Ave.
Seattle, Washington 98122
Telephone 447-3792

SEATTLE CENTRAL COMMUNITY COLLEGE

STUDENT PERSONNEL SERVICES
Human Development Center

NON-TRADITIONAL CAREER FAIR FOR WOMEN

April 13, 1978

8:00 - 9:00	Registration. Room 1110
9:00 - 9:10	Welcome: Mildred Ollee, Director, Human Development Center Assistant Dean of Students
9:10 - 9:15	Introduction of Keynote Speaker, Belva White, Career Fair Coordinator
9:15 - 10:15	Keynote Speaker: Susan Lane, Director, Seattle Office of Women's Rights "WHY CHOOSE A NON-TRADITIONAL CAREER?"
10:15 - 11:15	"Who Am I:" My Interest and Skills
11:15 - 12:00	"Making Choices:" Are Non-Traditional Careers for Me? Betty Richardson, Career Specialist, Human Development Center, Seattle Central Community College
12:00 - 1:00	Lunch (Brown bag)
1:00 - 2:15	Workshops: Barriers to Success in Non-Traditional Fields

(Choose one of the workshops)

I. Women in the Trades - Lazelle Johnson, Regional Administrator, Women's Bureau, U.S. Department of Labor
Room 4175

II. The Socialization of Women and Non-Traditional Careers
Luci Thomas, Student Services Specialist, Human Development Center, Seattle Central COmmunity College
Room 2130

III. Minority Women and Non-Traditional Careers - Mary Bogan, Counselor, Office of Minority Affairs, University of Washington
Room 4143

IV. Increasing Options for Disabled Women, Elouise Stull, Student, Rehabilitation Program, University of Washington
Room 4180A

(over)

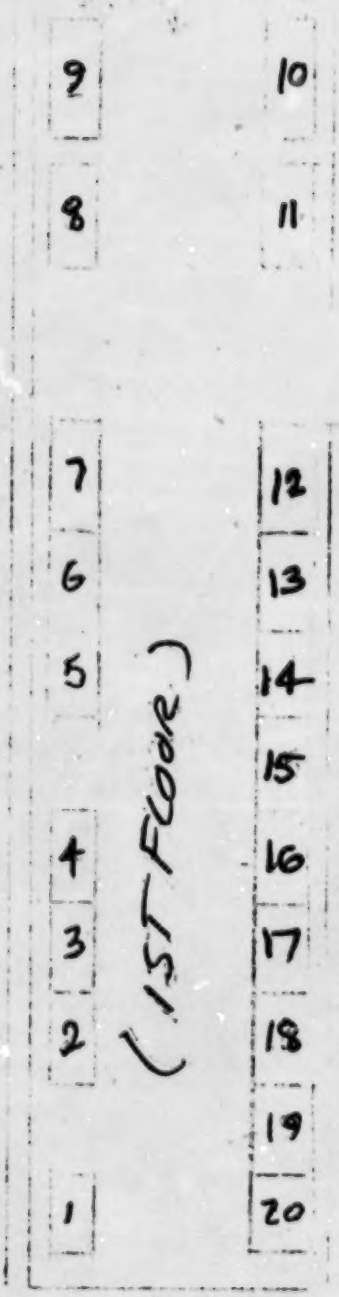
V. Film: Women Up the Career Ladder
Room 2130D

2:15 - 2:25 Conference Evaluation

2:25 - 2:30 Closing Remarks

Belva White, Career Fair Coordinator
Seattle Central Community College

BW/gt



1 - AUTO BODY
2 - CHEM TECH
3 - DRAFTING
4 - FINANCIAL AID
5 - I. D. CENTER
6 - MECHANICS
7 - GRAPHIC PRODUCTION
8 - HOTEL RESTAURANT MGT.
9 - LAW WOMEN'S CAUCUS
10 - MACHINE SHOP
11 - MARINE [illegible] TECH.
12 - WOMENS PROGRAM SCCC
13 - WASH. PRESS WOMEN
14 - SCCC CAREER INFO CTR.
15 - SHEET METAL
16 - WOOD CONSTRUCTION
17 - WOMENS PILOTS ASSN.
18 - PHOTOGRAPHY
19 - LAW TECH
20 - WOMENS SPACE

WHAT STEPS CAN YOU TAKE TO PLAN A SUCCESSFUL CAREER?

You probably have many ideas about careers you would like to consider. The steps below can help you begin to explore some of the possibilities.

Step 1

TAKE YOURSELF SERIOUSLY AND DECIDE TO PLAN RESPONSIBLY FOR YOUR OWN FUTURE. Think about how you want your career to fit into the life you want. As you do, try to picture yourself in careers you may not have considered before, as well as in those you have already thought about.

Step 2

BECOME AN EXPERT ON YOURSELF. Explore interests and abilities. Career planning workshops or courses are one way to do this at your school or college counseling center.

Step 3

FIND OUT ABOUT SOME OF THE MANY CAREER OPPORTUNITIES WHICH ARE OPEN TO YOU. Don't limit yourself to the outdated lists of "women's careers." Consider all possibilities. Look for up-to-date information about specific careers. Talk to women in science and technology careers. Learn about why they chose careers that, in the past, were unusual for women. Write to professional associations. Watch for TV shows, speakers, and conferences about these fields too. You might become interested in a career you have never dreamed of, if you knew something about it.

Step 4

LEARN WHAT IS REQUIRED TO SUCCEED IN EACH OF THE CAREERS YOU CONSIDER. Talk to counselors and advisors who are particularly interested in helping young women explore the full range of career possibilities. Ask them to help you find out about the kinds of training and education you will need. Write to colleges for program information.

Step 5

BEGIN TO PREPARE EARLY FOR YOUR CAREER. Be sure to take course in high school and college that keep your options open. Enroll in summer science programs offered by colleges and universities, while you are still in high school. These programs can give you some idea of what a career in science is like. Look for part-time jobs, summer employment, or volunteer activities to help you explore the world of work. Career options develop out of experience.

Step 6

DON'T RESTRICT YOURSELF AS YOU BEGIN TO MAKE DECISIONS ABOUT YOUR CAREER. Consider all the careers that interst you and for which you can qualify. Women t today and tomorrow will be leading full lives, engaging in a wide range of careers, enjoying a variety of family life styles, and helping as equal partners in the search for a better world.

Step 7

SET YOUR OWN GOALS AND LEARN HOW TO WORK FOR THEM. Keep a strong image in your mind of what those goals are. Work toward those goals with the idea of success in your mind. Many women are successful and happy in challenging and interesting careers. You can be too!

Step 8

TAKE CHARGE OF MAKING DECISIONS FOR YOUR OWN LIFE AND CAREER. Assert your own ideas about what is the best career for you, whether it is in science or technology or some other area. You know best what your abilities and interests are. Others can help you explore your options, but don't let anyone else decide for you. Keep your dreams alive and make the best ones come true!

Taken from: How To Decide: A Guide For Women
by Nelle Schultz, Judith Prince, Gordon Miller

College Entrance Examination Board
New York, 1975

THINKING ABOUT YOUR INTERESTS AND SKILLS

Getting to know yourself better is the first step when you are looking for occupations which you might enjoy and be good at. Interests and skills are two particularly important areas of yourself to consider.

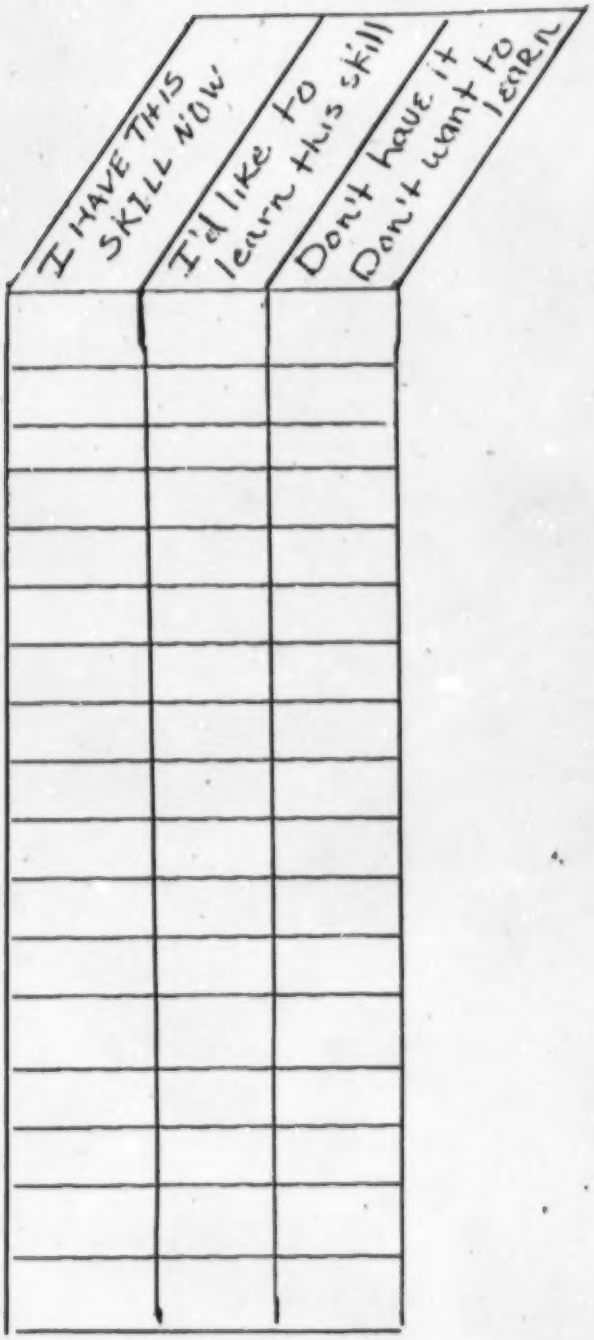
SKILLS

This list includes skills you presently have--things you are good at, talents--and skills which you would like to learn. Of course, some may not interest you at all.

After each skill, place a check mark in the column that most accurately describes you.

	I HAVE THIS SKILL NOW	I'd like to learn this skill	Don't have it Don't want to learn
working with hand tools			
putting things together			
running machinery			
using hand or finger dexterity			
growing plants			
knowing tools by name			
understanding use of tools or equipment			
working with animals			
observing			
gathering information; research			
solving problems			
working complicated math equations			
visualizing shapes, forms			

Skills (contd.)



inventing, creating

adapting others' ideas

designing; using color, space, form

reading with understanding

writing clearly

cooperating with others

listening

giving instructions clearly

starting projects on my own

making decisions

organizing or leading others

being thorough and systematic

doing arithmetic quickly, accurately

remembering details

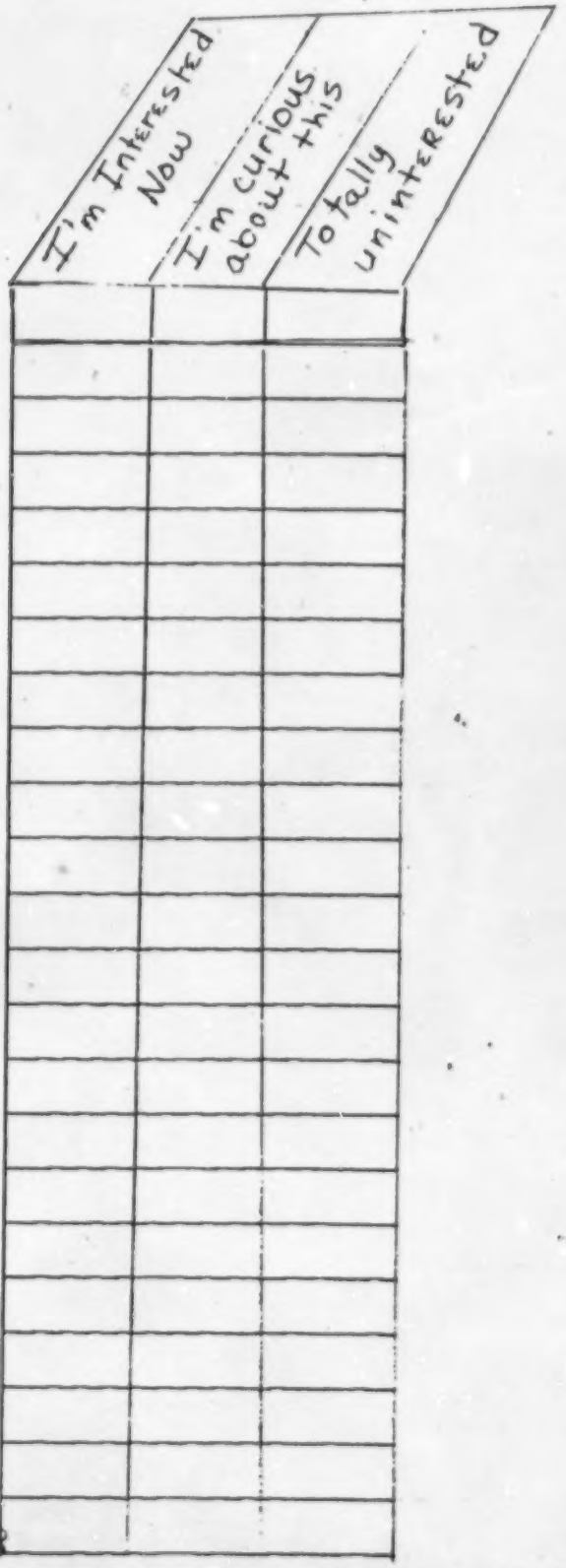
working precisely, accurately

comparing, noticing similarities

following instructions carefully

INTERESTS

This list includes a number of interests which you might have or might like to develop. After each interest, place a check mark in the box that best describes you.



repairing mechanical things

hiking, camping, outdoor activities

animals

building models

cooking

building things with wood

plants (indoors or outdoors)

working on crafts

figuring out how things work

solving puzzles

people watching

science

drawing and sketching

playing a musical instrument

taking photographs

writing stories or essays

reading

meeting new people

working in community groups

helping people

organizing things or events

selling things or ideas

keeping things or places organized

NON TRADITIONAL CAREERS FOR WOMEN

WOIS DESCRIPTION

Number	
1614	Accountants & Auditors
1138	Administrators, Public
6126	Air Traffic Controllers
3116	Aircraft Mechanics
3169	Appliance Repairers
2316	Architects
3112	Automobile Mechanics
7418	Automobile Salesperson
7852	Bartenders
5488	Blacksmiths & Forge Shop Workers
5486	Body and Fender Repairers
5944	Boiler Operators
4264	Bricklayers
6152	Bulldozer Operators
1144	Business Managers
4586	Cabinetmakers
4254	Carpenters
4246	Cement Masons
7824	Chefs & Dinner Cooks
8436	Clergy
3165	Computer Repairers
4286	Construction Laborers
1152	Construction Superintendents
8113	Dentists
2364	Drafters

WOIS DESCRIPTION

Number	
2626	Earth Scientists
2318	Ecologists
5626	Electricians & Electrical Repairers
2356	Engineering Technicians
2354	Engineering
5926	Finishers & Production Painters
9426	Firefighters
6188	Flight Engineers
4276	Floor Layers
4124	Foresters
4128	Forestry Technicians
6158	Forklift Operators
4218	Glaziers
4538	Graders - Inspectors, Lumber
3146	Heat - Cooling System Mechanic
1132	Hotel & Motel Managers
2672	Inspectors, Quality COntrol
3186	Instrument Repairers
2314	Land Use Planners
9414	Law Enforcement Officers
8432	Lawyers
2611	Life Scientists
5624	Line Persons
5472	Machine Tool Operators
5464	Machinists
2332	Mathematicians & Staticians

WOIS Number	DESCRIPTION
4326	Meatcutters
5421	Metal Refining Occupations
5422	Metal Working & Patternmakers
1172	Military Officers
3142	Millwrights
5424	Molders
8182	Morticians
5945	Nuclear Power Technicians
3164	Office Machine Repairers
1411	Office Managers
3126	Oilers
6154	Operating Engineers
8115	Optometrists
8124	Pharmacists
2624	Physical Scientists
8112	Physicians
6188	Pilots
4274	Plumbers
4766	Printing Productions Occupations
8418	Psychologists
6172	Railroad Engineers
4278	Roofers
5484	Sheet Metal Workers
5485	Shipfitters & Riggers
1142	Small Business Operators

WOIS DESCRIPTION

Number	
3118	Small Engine Repairers
2352	Surveyors
1684	Systems Analysts & Programmers
5462	Tool and Die Makers
8114	Veterinarians
5482	Welders

INTRODUCTION

The Career Information Chart is to help you organize the information you will be gathering today. On the top row where it says "Career Choice" insert the careers you are considering now. The left hand column lists 4 items that are important to research when making a career decision. Space is provided in the last box to write in any information that is significant to you. The Washington Occupational Information Service (W.O.I.S.), a computer terminal set up in the hallway, can not only give you job descriptions and training programs for 241 occupations in the State of Washington, but also help you find answers to items 3 (wages), and 4 (occupational outlook). The occupational outlook tells you whether there is a shortage, balance, or surplus of people applying for a job. By structuring the information in this way will help make it easier for you to compare your career choices.

CAREER INFORMATION CHART

CAREER CHOICE:	1. _____	2. _____	3. _____
(1) TRAINING - a. how long? b. where available? c. cost of tuition and supplies?			
(2) SKILLS required a. skills I have now b. skills I need to develop	a. b.	a. b.	a. b.
(3) WAGES a. entry level b. with experience			
(4) OCCUPATIONAL OUTLOOK? a. surplus of applicants? b. shortage?			
(5) Miscellaneous - (other items important to me.)			

SCCC VOCATIONAL EDUCATION PROGRAMS

(Current 1-15-78)

ACCOUNTING — BUSINESS TECHNOLOGY
ADVERTISING ART
AUTO BODY REFINISHING
BAKING, COMMERCIAL
BOOKKEEPING
BUFFET PREPARATION — MEAT CUTTING
BUSINESS TECHNOLOGY — GENERAL
CABINET MAKING AND MILLWORKING
CAFETERIA AND FOOD PREPARATION
CARPENTRY
CASHIER AND CHECKER
CHEMICAL TECHNICIAN
COMPUTER OPERATION
COOKS' PREPARATORY AND DINING ROOM SERVICE
COSMETOLOGY
CUSTOM APPAREL DESIGN AND CONSTRUCTION
CUSTOMER SERVICE REPRESENTATIVE
DATA PROCESSING (1- AND 2-YEAR PROGRAMS)
DENTAL ASSISTING
DENTAL LABORATORY TECHNICIAN
DINNER COOKING
DRAFTING — ARCHITECTURE/MECHANICAL AND GENERAL
EARLY CHILDHOOD CARE AND EDUCATION
HOTEL AND RESTAURANT MANAGEMENT
KEYPUNCH OPERATION
MACHINE SHOP PRACTICES
MARINE CARPENTRY
MARINE ENGINEERING TECHNOLOGY
MARINE TECHNOLOGY — DECK OFFICER
MENTAL HEALTH/HUMAN SERVICES
NURSING, LICENSED PRACTICAL
NURSING, REGISTERED (2-YEAR PROGRAM) ASSOCIATE DEGREE
OFFICE CLERICAL PRACTICES
PHOTOGRAPHY — COMMERCIAL OR TECHNICAL — GENERAL
POWER SEWING
PRINTING — GRAPHIC PRODUCTION/PLANT DUPLICATION
RECREATION TECHNOLOGY
RESPIRATORY THERAPY TECHNICIAN
SECRETARIAL — ADVANCED CERTIFICATE
SECRETARIAL — EXECUTIVE
SHEET METAL PRACTICES
STENOGRAPHY
SURGICAL TECHNICIAN
TAILORING
WELDING AND METAL FABRICATION
WORD PROCESSING — MTST, MAG CARD, MEMORY TYPEWRITER

FOR CAREER PLANNING AND INFORMATION ABOUT THESE AND OTHER OCCUPATIONS, COME TO THE HUMAN DEVELOPMENT CENTER, BE 1101.

WHY TAKE MORE MATH?

Strong college preparatory programs in high school are essential if students are to have a free choice of fields of study in college and of careers after college. For example, the University of Washington entrance requirements in mathematics can be met with only two years of college preparatory math(algebra and geometry recommended). In fact, less than three years of college prep math will mean that you will have to take remedial math courses at the college level, and many fields of study are not open to you until you have the equivalent of the fourth year of high school math and sometimes specific science courses.

For greatest career choice and least remediation, all college preparatory students should take at least three years of high school math and preferably four. The science courses of biology, chemistry and physics also provide the best preparation for greatest choice of careers.

Breadth requirements for graduation in all fields of study at UW include the equivalent of second year algebra. Many departments require even more math in order to graduate. High school students should know that while they can make up math deficiencies after high school graduation, UW does not offer intermediate algebra for college credit; you can be admitted without it, but you will have to attend an evening non-credit class or a community college to make it up.

The college majors listed on the next page require or recommend math or science courses beyond those meeting the University's recommended breadth requirements (intermediate algebra). Though these courses can be made up at the college level, this remediation frequently causes a delay in progress in the program and serves as a perceived barrier to choosing these fields of study. With the exception of a few majors in the health sciences, these fields also coincide with those having the fewest women and minority professionals; and women and minorities are also significantly less likely to take three or more years of high school math. Many other fields of study, especially in the social sciences, do not require more high school math but do require courses that are certainly easier if you have taken more math courses.

IT IS BETTER TO HAVE TAKEN MATH AND RECEIVED A "C"
THAN TO HAVE NOT TAKEN MATH AT ALL

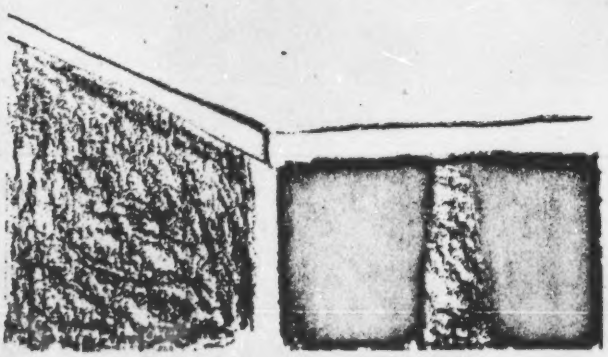
Prepared by
Office of Affirmative Action
University of Washington JV-08
Seattle, Washington 98195
9/29/77

Physical Therapy

Four years of high school college prep math or equivalent.

Physics

Four years of high school college prep math or equivalent; high school chemistry and physics recommended.



Psychology

One program requires three years of high school college prep math; the more rigorous program requires four years of high school college prep math or equivalent and high school chemistry or physics recommended.

Quantitative Science

Four years of high school college prep math or equivalent.

Rehabilitation Medicine

Four years of high school college prep math or equivalent.

FIELDS OF STUDY REQUIRING HIGH SCHOOL PREPARATION IN MATHEMATICS AND SCIENCE

Architecture

Four years of high school college prep math or equivalent.

Astronomy

Four years of high school college prep math or equivalent; high school physics and chemistry.

Biology

Four years of high school college prep math or equivalent; high school chemistry, biology and physics recommended.

Botany

Four years of high school college prep math or equivalent; high school biology and physics recommended.

Business Administration

Four years of high school college prep math or equivalent.

Chemistry

Four years of high school college prep math or equivalent; one unit each of chemistry and physics; three units of German.

Clinical Dietetics

Four years of high school college prep math or equivalent; one year of high school chemistry.

Computer Sciences

Four years of high school college prep math or equivalent; one year of high school biology, chemistry and physics recommended.

Dental Hygiene

Four years of high school college prep math or equivalent; high school biology, chemistry and physics recommended.

Economics

Three years of high school college prep math or equivalent; four years strongly recommended.

Engineering

Four years of high school college prep math or equivalent; one year of high school physics and one year of high school chemistry strongly recommended.

Environmental Health

Four years of high school college prep math or equivalent; one year each of high school biology, chemistry and physics.

Fisheries

Four years of high school college prep math or equivalent.

Geological Sciences

At least three units of high school math; one unit each of high school physics and chemistry.

Nursing

It is recommended that students take physics, chemistry and math at least to the level of trigonometry in high school.

Nutritional Science and Textiles

Four years of high school college prep math or equivalent; one year of high school chemistry.

Occupational Therapy

Four years of high school college prep math or equivalent.

Oceanography

Four years of high school college prep math or equivalent; one year each of high school chemistry, physics and biology.

Pharmacy

Four years of high school college prep math or equivalent; one year each of chemistry, biology and physics recommended.

AGENCIES IN THE CITY THAT OFFER COURSES OR DO CAREER COUNSELING

Office of Women's Rights
1923 Smith Tower Building
506 2nd Avenue
Seattle, Washington 98104

ID Center
1020 E John
Seattle, Washington 98102

Women's Programs
Seattle Central Community College
1701 Broadway
Seattle, Washington 98104

Women's Programs
North Seattle Community College
9600 College Way N.
Seattle, Washington 98103

University YWCA
4224 University Way
Seattle, Washington 98105

Women's Programs
Edmonds Community College
20000 68th Avenue W.
Lynnwood, Washington 98036

Focus on Part-time Careers
233 Sixth Avenue North
Seattle, Washington 98105

Women's Program
Highline Community College
South 240th & Pacific Hy. S.
Midway, Washington

Women's Program
South Seattle Community College
6000 16th South
Seattle, Washington

Women's Program Center
Shoreline Community College
Foss Building, Room 208
16101 Greenwood North
Seattle, Washington

Women's Programs
University of Washington
Seattle, Washington 98199

SEATTLE CENTRAL COMMUNITY COLLEGE

STUDENT PERSONNEL SERVICES
Human Development Center

April 13, 1978

NON-TRADITIONAL CAREER FAIR EVALUATION

General Evaluation

1. Was the purpose of the Fair clear to you? ____Yes ____No

2. From your point of view, did the Fair fulfill its purpose? ____Yes ____No

3. What were the highlights of the Fair for you?

4. What were the low points?

Specific Evaluation

Directions: Please rate each activity on the following scale -

	Very Helpful	Somewhat Helpful	Not Helpful	Not Applicable
Keynote speech				
Interests and Skills				
Career Information Gathering Activity				
Career Information Displays				
Making Choices Activity				
WORKSHOP:				
Women in Trades				
Socialization of women				
Minority Women				
Disabled Women				